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EDITORIAL COMMENT

The first two papers in this issue give a psychologist's interpretation of the use of psychological testing in schools and a description of the working relationship between school social work and psychological services. They are presented as two approaches to understanding the integration of these services in the schools.

The other two papers give personal and individualized reactions to the use of school social work training by a student, and to the use of case work service by a classroom teacher.

PRACTICAL APPROACHES IN UNDERSTANDING A CHILD'S INTELLIGENCE AND SCHOOL ACHIEVEMENT

By Dr. W. Mason Matthews
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Intelligence viewed from a clinical setting, and in the light of total personality, involves special consideration and a particular kind of approach. There is no question if we are to honestly, matter-of-factly and correctly place a given individual as to his intellectual capacity and function that we must do more than most testing procedures describe. We must clearly know where to follow standard procedure and where we can introduce approaches which improve interest, and stimulate drive and persistance on the part of the subject. We must know how and where to go back once the test is finished to certain items and explore further the subject's ability, to organize, direct, and develop his thinking. We are not only desirous of seeing what he can do at any given time but we are interested in surmising as accurately as possible what he is capable of doing under other circumstances. Test reports which do not take these facts into consideration are of little or no value in offering a clinical opinion of a person's ability.

It may take some serious thought on the part of the reader to see that we cannot ever judge intelligence without carefully studying and finally evaluating the place of the emotional, social, and physical components of personality in the subject's adjustment. Intelligence is so completely and constantly being influenced by these other and largely non-intellective areas of personality that to fail to consider them in its measurement and evaluation prevents any accurate picture of how a given subject thinks. More often than not a false picture is created which does not agree with the actual facts of the person's daily living and which often leads to assumptions that are quite injurious to the subject. There are far too many instances of children's and adult's intelligence being incorrectly judged because the psychologist fails to consider the whole person and because the teacher, the social worker, and the members of other professional groups accept his findings uncritically. Sometimes such procedures arise because of carelessness on the part of all concerned. Usually the majority of errors result from lack of orientation and experience in the clinical use of tests. Few psychologists, social workers and teachers realize how much detailed and qualitative

description is necessary to establish a reliable and valid opinion of an individual's general intelligence.

To do psychological testing well, or to intelligently use psychological findings, requires a number of years of supervised experience. It combines both science and art. A good psychologist must have insight into and feeling for the other person's attitudes. He must know how their thinking operates. Clinical testing involves the basic principles of good interviewing. It implies the ability on the part of the psychologist to use these principles in the more circumscribed setting of the standardized test. This is one of the most difficult of tasks. It is comparatively easy to allow a subject to move at his own pace in his own way with only occasionally introduced directing comments on the part of the interviewer, but, once standardized test restrictions are introduced, it becomes an almost Herculean task to provide enough freedom for the tester to maintain the subject's interest, effort and persistence, while, at the same time, complying with the rules essential in following standardized test procedures.

It is difficult, if not impossible, to classify and evaluate behavior as indicating a person's intellectual capacity and ability without first establishing some logical framework. Such a framework does not have to cover all the aspects of intelligence to be clinically useful. The plan used here is not original nor does it come from any one source. It is simply a recombining of the commoner characteristics of intelligence found and described throughout psychological literature. The reader is asked to think of the following as possible steps occuring as intelligent behavior emerges.

Experience provides the groundwork upon which all individuals base their thinking. The memory of experiences peculiarly one's own (actually experienced) or indirectly used as one's own (experienced by others and conveyed to us by the written or the spoken word), recalled at appropriate times by way of memory, combined and recombined through the use of imagination, resolved into various possible organizations by way of thinking itself, the comparison and association of these organizations through reasoning into several patterns that could work, and finally judging one of them as preferred and using it as a solution, is a general pattern of intellectual functioning that is common to much of our mental life. Of course, it is not this simple or always so easily seen. However, where we are able to be aware of the thinking process at all, it invariably seems to go through the experience—memory—thinking—reasoning—judgment—specific action—type of thing.

Let us now examine ways by which most people evaluate intelligence without the benefit of any standardized measure. There is no way of knowing what different people use specifically, but, from many descriptions of

observers and from my own experience, it is probably safe to say each judges his fellows by certain special aspects of their behavior. Some will judge by the kind of language and ideas a person uses, or how well he uses experience to solve problems or how good his memory is, or how imaginative he is, or how he reasons about things, or forms judgments. Others depend on how successful he is at work, in games, how much money he earns, and a host of other isolated behaviors or achievements. At times, you may judge a person's thinking in accordance with his use of proper or improper choices. We speak of the "scatter brain" and think of him as one who cannot order his thoughts or the "shrewd fellow" and imply a person who is orderly in thinking and who gets places. We are prone to say a person is bright or dumb if his feelings show too much in his behavior, particularly if these feelings center around success or failure.

All of these things, rightly or wrongly, help us to form our opinions of another person's intellectual ability. All of us, when we are objective and critical of our judgments concerning others, realize that these measurements are unsatisfactory. We know they are not enough to give us a real picture of how bright the other fellow is, and we seldom think why this is so. They are unsatisfactory, we find, mainly because they are used only in part or so thoughtlessly that the observer takes no time to exercise his normally, good critical ability. Most of us tend to offer opinions about another's intelligence based upon very incomplete evidence, or without exercising even as much criticalness as we do in selecting a good show, a new suit, or what not. We know this is not enough to give us a real picture of how bright a person is, but we seldom think why this is so, or even concern ourselves much with the injustice we do him.

How do we refine the use of observation a bit more in an attempt to do a more accurate job? The thing that most of us do is to look about for comparisons. As for example: We judge others by what we can or cannot do. However, for most of us this is not uniform or orderly. As we find the need for more critical judgments, we begin to relate the behavior of a person with others of his age, school environment, work ability, or general success. We no sooner do this than, if we are properly critical, we must ask ourselves what is expected of this age? What does this achievement involve in terms of complexity of the job to be done? Is the work ability high or low? Does it concern difficult jobs, as for example, reading blueprints, being a skilled electrician, or a good chess or checker player? Whatever our comparisons, the thing that tells us most is a careful examination of the task done in terms of its simplicity or complexity. Does it involve a few or many steps and are these of simple or complex kind? What kind of organization does it involve? It is easier to add than to subtract, to

multiply than to divide, or do to any of these than it is to know when to apply the correct one of these processes to a new situation. The complexity, or non-complexity of most, if not all, tasks can be placed in a relative way by a thoughtful observer. Once this is done, it then becomes much easier to form judgments about a given individual's ability, as shown through the completion of a given task. Once we have decided at what grade level, or at what age level, a child should be able to multiply simple sums, then it is easy to see if a given child can do this. Once we have placed the difficulty of playing chess, then to know that a given person plays chess well tells us a good deal about his ability to think in a complex fashion.

This brings us to the next question which I hope is in the reader's mind. How can we best judge a child's or adult's intelligence without the benefit of standard tests? It is hoped by indicating how best to do this that the reader will reach the conclusion that even when it is well done, it still, for several reasons, falls short of more exact measures. For example, many trained nurses, through long experience, can estimate a patient's temperature by touching his forehead or hands, but they seldom fail to check this with thermometer readings.

An attempt to outline how to estimate intelligence is made with two goals in mind: First—that those who can't use tests may still work out a scheme for estimating a person's intellectual ability in a relatively accurate way; and second—that, having done so, they will realize more than ever that these estimates should be checked wherever possible by the findings of a clinical psychologist through the use of the most appropriate standardized test at his command.

If we are to have order out of the more or less "hit or miss" approaches just indicated, there are a number of things to be done.

An observer with experience is important. The proper use of the experience is essential. To know the kind of situation, which requires for its solution good intelligence, is the next step. It is not enough to simply note school achievement, success on the job or elsewhere. Certain kinds of situations in daily living require intellectual ability. In school it is a help to see what grade a child is in. Does this correspond with what is expected of his age? Examination of what the child does in given subjects, arithmetic, language, history, and others, lends significance. What you are after is a description of how he does his work. What is the manner of approach to the problem? Is it orderly or confused, systematic or unsystematic? Does he recognize the goal and find the proper method to reach it, or does he fail to see the goal, or, seeing it, fail to know what steps are necessary to reach it? Does he think in terms or ideas or concrete things, or both? What is his interest, effort, and attention? How does he do his daily assignments?

Does he learn quickly how to do new kinds of work? Is he careful or careless in his procedure? Outside of class, how does he compete intellectually with his fellows? Are his emotions normally controlled as he uses his intellectual ability?

One must then decide the difficulty of various school subjects. To succeed or fail in arithmetic is different than to succeed or fail in normal training. The way a given child responds in either area tells much of both his capacity and function. An illustration may help to show this. Most of us have had something of the following experience. A simple problem is before us. "How many apples can we buy for 32c if each apple costs 4c?" If we know to substitute 4c for each apple and divide it into 32, getting the answer, 8c, it shows a different order to thinking than to have to count this up on our fingers, or by marks on a paper. Both of these show the ability to solve the problem though the latter shows slower thinking and less basic education than the former. For this same problem, if we can't understand that each apple is equal to 4c, or even if we can do this but can't take the next step of dividing 4 into 32 but think we should multiply, then this shows less basic intelligence than either of the other methods used. Failure to get the correct answer may mean lack of capacity to solve the problem, lack of essential experiences necessary to functioning, or emotional interference of intellective expression. These are some of the things which must be recorded and studied carefully if the observer is to arrive at any reliable opinion of intellectual behavior.

Much the same procedure must be followed with work situations if they are to give real aid in judging a person's thinking capacity or function. There must be a careful breakdown of the job. One must know how a worker thinks through different procedures, how well his thinking and production compare with his fellows, and with the requirements of the job. It is important to know how much ingenuity as well as how much conformity he shows in getting work done. Here, as elsewhere, the attitude, effort, persistence and emotional control must be noted and evaluated with respect to their influence on the intellectual functioning.

Recreation and hobbies provide many situations which are valuable in deciding about intellectual ability. These situations have certain advantages over school and work. A person more often than not likes very much his recreation or hobby. This gives a chance to see intellectual functioning in an emotional setting which encourages maximal effort, attention or persistence, and presupposes an attitude conducive to optimal and emotionally unhampered intellectual work. The playing of chess, checkers, bridge, and other sedentary games tells us a great deal about the player's ability to

think. Games, as well as school or work situations, require intellectual ability as a primary prerequisite to participation.

The point to be made here is that we must see more than the success or failure of a person with a given task. We must examine his whole thinking process as expressed in his various attempts to reach a solution to the problem, and, in addition to this, we must know what the problem requires for solution. We want to know if he learns quickly or slowly in comparison to others, if he learns quickly or slowly on a simple or a complex task, if the task involves work with ideas, or if it involves mostly routine, concrete manipulation, or if it involves both. Was the subject careless, non-critical, or was he unable to understand what to do? Were his feelings so involved that his intellectual functioning was influenced thereby? All behavior tells us something of the person and much behavior is closely related to intellectual capacity and function situations. This is so whether in the area of school, of work, of recreation and hobbies, or in general social interaction at differing levels of complexity. These differing levels of complexity evoke corresponding levels in behavior complexity as they are satisfactorily met.

Psychology, through its research and practice, has refined these general observations a great deal. Its procedures involve less time and have more validity and reliability than does even the most careful general observation. Present day clinical procedures and the use of properly selected standardized tests are the end result of a great deal of experience and painstaking scientific effort.

Before considering any one test, there are some things about tests in general to be noted. Good tests contain a wide variety of items, questions or problems. This variety is not obtained at random. There are items relating primarily to experience, to memory, to imagination, to thinking, to reasoning, and to judgment. Many of the questions will cause a child to show his ability with abstract ideas or in concrete situations, or in combination of both. He may be asked to detect absurdities in sentences or pictures, to define words, to build block patterns, or reach generalizations from a series of happenings, as, for example, in the paper cutting test. Here the child is shown a number of papers in series, each folded a certain way and cut with scissors. From these procedures, he must arrive at the correct answer or generalization. Other items may demand more of memory than anything else. For example, the child is asked to repeat, let us say, five digits given at a certain rate by the examiner, or a series of words, or a sentence of a certain length, or even the ideas expressed in a story or paragraph. Other test questions deal more with comprehension, reason and judgment. For example, the question is frequently found in test

scales where the child is told that he has twenty-five cents and if he buys four cents' worth of candy, how much money would he have left. Here the child must understand what is wanted, retain this in his mind until he has reasoned it through and selected the fundamental process by which he can arrive at the right answer. It is much easier to know how to subtract four from twenty-five than to know that only that process will give the correct answer. Tests, as good clinical instruments, should contain items which require the child to use the majority of his intellectual faculties.

Test items must, insofar as possible, be related to real life situations. Of course, it is impossible to reproduce in the test situation a real life situation. However, test situations and other life situations are fundamentally very much alike. If a given nine year old child cannot solve a simple problem in change making, as, for example, when asked to buy four cents' worth of candy with a twenty-five cent piece and tell how much change is left or a ten year old hold in his mind the main ideas in a simple paragraph when he is in the test situation, it is probable that he will show the same inability in real life.

All tests tell much about basic intellectual capacity and more about intellectual functioning. Every item that can be answered correctly shows clearly that the child has the basic ability to do that kind of task. If a child can repeat six digits given according to directions, then he has capacity for such memory. Whether he can do this repeatedly or not is something else. It probably shows how the capacity functions, whether it is consistent or inconsistent, or whether it is influenced too much by non-intellective factors. When we are judging general intelligence, or social aptitude, either in or out of a test situation, we must always attempt an evaluation of both capacity and functioning.

No matter how much we would like a completely objective measure in tests, to date, we have been unable to reach this goal. There is always the personalities of both the examiner and the child to introduce subjective factors. Let us examine these in turn. No examiner, no matter how emotionally stable or well-adjusted he may be, should fail to consider and evaluate his own feelings for the child he is testing or for the test material he is using. It is only when we know ourselves well and when we believe in what we are doing that we stand some chance of being objective towards others. On the other hand, no child can show intellective behavior on a test that is not strongly influenced by his feelings and attitudes for the examiner, the test material, and the whole interview. It is well to remember that most children being tested did not ask to come in. They came because someone or something which happened made this necessary. Rarely do they anticipate that the experience will be a pleasant one.

Tests permit us to compare one child with others of his own group, and to compare him through the medium of his own group with the population at large. Tests given repeatedly permit us to see a child's rate of growth or maturation. He can then be compared with himself at different ages. These comparisons are only partial ones, and should be considered reliable only if they can be corroborated by what the child does in his everyday living. However they are by far the most exact ways of making such comparisons that we have.

The limitations of tests are many. To be sure, they are not very accurate replicas of real life situations. To be sure, they are not entirely objective and there are probably many other weaknesses. However, in spite of this, they are tools which, in the hands of an expert clinician, can given an extremely accurate and revealing picture of the human personality.

In selecting a test for a given case, one must always consider the subject's age, educational background, language development, physical limitations, emotional disturbances, and many other personality characteristics which may be non-intellective in nature.

School achievement is a fertile field for clinical evaluation of children. Tests of educational achievement are of exceptional clinical importance for the psychologist working with children and adolescents. For children, school is almost as important as the home. It is frequently the area where maladjustment is first obvious and complaints of school difficulties are a very frequent reason for referral when help is sought for these children. Granted, the real source of difficulty usually is located within the home situation. It is usually so prominently reflected in the behavior of the child in school that it is at this point a problem for both the school and the home. There are few cases of school age coming to the clinical psychologist where a careful study of school acievement will not greatly aid in both diagnosing the condition and in planning for the subject's future.

A good general achievement test, used in a clinical setting and given as an individual test can reveal much of the subject's attitude for the material in the test. It is relatively easy to note the kind of effort, interest, attention and concentration shown by the individual tested. It is also relatively easy to see which kind of subject matter evokes which kind of behavior. Possibly the attitude for all school material is poor or there may be good attitudes for some material and poor attitudes for other material. Once we have gotten a real picture of the way an individual feels toward reading arithmetic, and other school subjects, we are then in a position to find answers to several important questions.

1. Does the poor ability with school material exist because the material

is too difficult or because of a weakness for special subjects, as, for example, reading or arithmetic?

2. Is the lack of satisfactory school work because of a poor attitude and general dislike for any school experience?

3. Is the poor showing in school achievement because of an unsatisfactory teacher-student relationship, i. e., student's dislike of teacher or teacher's dislike of student?

4. Is there a dislike of rigid discipline, i. e., the school seen by child as just another place in which he is dominated by parent or rules set up by them?

An evaluation or appraisal of academic ability for given subject matter is made in much the same way as is the appraisal of general intelligence. We want to know how well the child reads subject material at his age level. This reading must be checked for several kinds of reading ability, i.e., reading for general comprehension, reading for detailed factors or to follow detailed directions, reading aloud or working intently. These are a few of the things to look for in the school record of the individual reading. The same detailed survey should be made for arithmetic, English, and other school subjects. This tells us much of what the child is producing in school. It tells us little of why the production is high, low or uneven.

One of the most important things which cause a child to achieve well or ill in his school work are his feelings. Feelings, or emotions, influence all our behavior. Our interest, our effort, our persistence, our attention, and our very attitude for school subjects and for school itself stems from the feeling we have for teachers, discipline and subject material. We can develop little interest or effort in school work if we dislike most of our school experiences. A person's concentration, persistence, and attention are poor in a disliked or uninteresting situation. Interest and learning are not the same thing but there is no learning without interest.

A person's attitude for and feelings about school have grown slowly over the years. If there has been real affection on the part of the parents and school teachers, if the child has felt wanted and has felt that he had something to give that was appreciated, he can then feel secure and happy. Secure and happy people develop good attitudes and other positive feelings for living. School is then an interesting, pleasant place where it's fun to work. On the other hand, if the child lacks real affection on the part of the adults around him, if he is punished too much, made to fear those he should respect and love, forced to conform before he is able or ready to do so, he can never develop feelings of security or happiness. Especially is this true in situations where these things have actually happened to him.

He may conceal or redirect his negative feelings so that they are not very observable and are more socially acceptable, but they are there and remain a constant force which impairs good functioning in any area. Where such experiences have occurred repeatedly over the years from grade to grade, they produce more or less fixed reactive patterns for many school subjects.

Tests if properly used by a skilled clinical psychologist can almost always aid the social worker and teacher in gaining a more realistic and accurate picture of the child's basic intellectual capacity, his functioning ability and his general emotional adjustment. They can be tools of immense value as treatment aids when they are properly used.

COORDINATION OF SOCIAL WORK AND PSYCHOLOGICAL SERVICES IN A SCHOOL SETTING

By Byrdeen C. Lees
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Modern education is not primarily concerned with "keeping school." It aims to bring about the best possible all around adjustment of each child. Toward the achievement of this goal modern education calls in specialists of many kinds including some from the fields of psychology and social work. The goals of these specialists are not different from those of education itself. These two supplementary school staff members, the psychologist and social worker, have a great deal in common but come to their respective positions from different disciplines. A mutual understanding of each other's services and appreciation of the breadth of each other's function make possible the fullest use of each professional talent for the maximal adjustment of the school child.

Children benefit most from the harmonious application of the skills of the psychologist and social worker as each contributes in a significant way to the better understanding and treatment of behavior. Cooperation of staff is, therefore, an essential requisite.

The evidence of collaboration of such a staff with school personnel as their requests for service are made furthers the successful use of diagnostic findings and treatment possibilities. It also helps parents of children needing such services to feel the sincerity of the whole purpose—the understanding and training of their child in the home and school setting. The child who is offered the help of the psychologist and social worker may already have a general knowledge and acceptance of these services his school offers. He may be introduced and prepared for a psychological study or not, as the factors in his particular situation will determine.

This paper will concern itself with a discussion of the variety of ways in which the psychological and social work services are coordinated in a particular school setting. Recognized as an integral part in extending these services for the purpose of the ultimate understanding of the child's needs, capacities, and abilities are the contributions of parents, school personnel, and cooperating community agencies.

Since there are a number of school systems in which psychological

*The staff of the Division of Research and Guidance has assisted in the formulation of this paper.

services are not offered there will also be included a discussion of the use of other community resources for psychological studies.

The Division of Research and Guidance in Greenwich, Connecticut, contributes services to the town's 4,817 students (December, 1947) in eleven public schools—ten elementary and one high school. The staff consists of the director, who is a clinical psychologist, a psychological examiner, four school social workers, an attendance officer, a home instruction teacher, two social work students in training, and two secretaries. The staff, with the exception of the secretaries and attendance officer, is under the contract requirements of the Board of Education.

The director performs the usual functions of an administrative head and devotes part of his time to the general supervision and planning of the psychological service program.

The psychological examiner administers psychological and educational tests to individuals and to groups of school children. She prepares reports, gives interpretations and recommendations for principals, classroom teachers, school social workers, and participates in staff conferences of individual cases.

One school social worker, in addition to usual case work responsibilities, acts as case supervisor and gives leadership to the development of the social work service and the attendance work. Each of the other social workers is assigned to three elementary schools and carries responsibility for children in high school who come from those elementary schools.

The attendance officer works closely with the school social workers.

Home instruction is available to physically handicapped or convalescent children with their physician's approval. The home instruction teacher's work is correlated with the other services available through the Division.

The battery of tests most frequently used by the Division is for the purpose of measuring mental capacity, performance ability, personality evaluation, and vocational interest and aptitude.

There are areas in which the psychological and social work services are closely coordinated to achieve maximum usefulness to the child, the parents, and the school. Described below are ways in which the psychologist and social worker team together in meeting the needs of children whose problems lie in various areas.

EMOTIONAL DIFFICULTIES

Causative Factors Within the Home

There are many instances in which upset home conditions contribute to the emotional instability of the child in school. A variety of complications

may produce feelings of insecurity in the child, aggressive behavior, shyness, temper tantrums, truancy.

Paul, a 15 year old boy, was completing the eighth grade for entrance into high school. He had had frequent temper outbursts with a display of aggressive behavior in his grade school experience. Paul's mother had the care of seven children. This was complicated by a physical handicap she sustained in an accident. The father expressed interest in Paul and attempted to discipline him rigidly. Paul was concerned about his extreme obesity. He weighed over 200 pounds. It was clear that Paul had never harnessed himself to work in school and that he was mostly occupied with thoughts of how he was going to maintain his status in spite of his obesity. It was important to plan with him, in accordance with his ability as well as his adjustment, for his future in high school. A psychological study of this child seemed essential to guide his academic as well as social adjustment in high school. Another consideration was the help that such information would be in working with the child in the home setting, already loaded with suppressed and occasionally expressed emotional upheavals. Paul was helped to understand how eighth grade children planned for their high school courses and a psychological test was administered to him as part of this planning.

Causative Factors Within the School

New teachers in a system, some just out of the colleges of education, come with varying degrees of awareness of the emotional needs individual children bring into the classroom.

John began in the second grade this fall after having had his Kindergarten and first grade teacher for two years. John is well loved by his father and his uncle, who take care of him. John described his loss of his mother by saying she was with them until they "chased her off." The new second grade teacher has not quite fulfilled the special demands which John presents because of the loss of his mother. Therefore, in this case, in addition to the causative factors within the home, there were some in the school. John sought extra attention by annoying and troublesome behavior, not sitting in his seat, fighting on the playground, and destroying playthings in the classroom. The social worker thought a psychological examination would assist in the diagnostic study of this child. The Thematic Apperception Test and the individual psychological, which were soon given, substantiated the case work diagnosis, which had been elicited from the first interviews with the child and conferences with the teacher and principal. John suffers from the real loss of his mother and was fighting back at the school, which was not offering compensa-

tory satisfactions to him. The recommendations of the psychological examiner were to find a substitute mother person for John.

READING DIFFICULTIES

Reading Readiness

Frequently in the first grade, teachers and principal become aware of the child who does not show a readiness for reading. If the help which the classroom teacher provides fails to bring the desired results, a psychological examination is often requested. If the lack of readiness seems to result from mental retardation and there appear to be few additional factors, the psychological report may go back to the school without social work service. It should be pointed out, however, that the school social worker reads each psychological report on children in her geographical area. If the delay in readiness appears to be related to emotional factors the social worker makes a further study of the problem.

Retardation in Reading

Peter, in the fifth grade, was unable to read at the level of the other children and Mary, in the fourth grade, had not mastered reading to any appreciable degree. In both of these instances individual psychological examinations which were given to the children, revealed pronounced retardation. The recommendations of the psychological examiner were for special reading material for these slow-learning children. The social worker used these findings for interpretation to the classroom teachers and principals in planning grade level reading material at which these children would be most comfortable.

Remedial reading was recommended by the psychological examiner after examination of George, who was not reading up to his ability. The social worker had asked for this psychological study to assist in determining what might be anticipated in growth in reading and other basic skills. George showed many evidences of maturity. His understanding of daily happenings was good, he was alert in arithmetic, had an active imagination. It has been of continuing value for the school social worker to interpret to succeeding teachers that George is capable of doing superior work since his I. Q. measured 135.

GRADE PLACEMENT

Retention of Slow Learning Children

After classroom-teacher-principal conferences regarding the child who appears to be slow in his grasp of the whole school experience and academic

work, the Division may be requested to administer a psychological examination. This may be requested to substantiate the belief of the school people that this is a slow-learning child. There may be little in the child's social adjustment which would indicate the need for services of the social worker, although she might be needed sometimes to interpret the child's ability to the parents. In such instances the child may be prepared by the teacher for the psychological examination if, indeed, it seems advisable for anyone to discuss it with him beforehand. The report is forwarded to the principal, and a copy is retained by the psychological examiner. This is a new arrangement offered by the Division in cases where it seems appropriate, and separate from the social work program.

Child New to School

When a child transfers to the Greenwich Public Schools without a previous evaluation of his learning ability or academic achievement, the school personnel may request tests to determine grade placement and something of his general adjustment. The findings and recommendations of the psychological examiner may determine whether this child should be known to the social worker.

GROUP TEST SCORES

In the Greenwich Schools at the completion of Kindergarten and at regular intervals: fourth, seventh, and eleventh grades, group tests of ability are administered to all children. If during the child's school life the teacher feels that his abilities are at variance with these evaluations of his intelligence an individual psychological may be requested. As was previously described, a referral directly to the psychological examiner by the teacher or principal does not necessarily indicate the services of the social worker.

If the referral blank for the psychological examination, which is generally filled out by the teacher or principal, suggests to the psychologist that the social worker should come in on the case first, or if the psychologist's findings reveal some need for social work, the psychologist steers the case to the social worker. Effective referrals back and forth between psychologists and school social workers require considerable mutual understanding of function and free participation together. It is desirable that the school personnel accept the need for this flexibility. In a sense a referral to the Division for any of its services should entail the understanding that the staff of the Division will participate with referring person in deciding which services will be most helpful and in what order. In Greenwich it is felt that there are great advantages in having psychologists and social workers in the same Division.

INFLUENCE OF PHYSICAL HANDICAPS

Each child in the Greenwich Public Schools has a medical examination upon his enrollment and at regular intervals thereafter. Special examinations are given for vision and hearing. Since auditory and visual keenness is essential to the child's learning it is important that any such disability be known to the school. The emotional components related to all kinds of physical disabilities are revealed in a thorough going study in which the doctor and nurse, the psychologist and social worker all participate. The psychological study often reveals where the "hurt" areas of the child are. One child delicately described his feelings of "hurt" in a Thematic Apperception Test as "a little bird everybody steps on."

VOCATIONAL APTITUDE TESTING

An expanding service of the Division of Research and Guidance is vocational aptitude testing. The social worker may discuss the information obtained from the diversified tests available with the student, the parents, and the teachers in relation to the student's future in high school and his ultimate vocational goal.

EXCLUSION FROM SCHOOL

The Connecticut Statutes provide that a child may be excluded from school if he is physically or mentally incapable of profiting by school experience. Thus it becomes the duty of the Division not only to determine the limitations of these children but also to interpret them to the parents and occasionally to school personnel. The social worker relies a great deal on the psychologist's findings for information for the parents as to why it may be to the benefit not only of the child but also of the school and community to have this child released from regular school attendance. The psychologist's report is likewise a guide to any outside case work service the family may need to cope with the problem of their mentally defective child.

DIRECT REFERRALS FOR SOCIAL WORK SERVICE

When, after a psychological study has been given, it is felt by the psychologist that the child may be helped by social work service, a direct referral is made. In the first four months of this school year in Greenwich there have been a variety of reasons for this type of referral:

a. A possible glandular deficiency.

b. Several instances where emotional disturbance, blocking, and lack of interest were evident.

c. In another instance the child had been referred to the psychologist

because of a reading difficulty and it was discovered that she was extremely submissive and had strong inhibitions.

d. Another child, with low spelling and reading achievement, showed great inferiority feelings and a lack of self-confidence although the I. Q. was 130.

It should be noted that it is not uncommon in this school system to have the psychological services treated as a part of the regular program of the child. Where the child is known to the social worker and the psychological findings are to be used in further work on the part of the social worker, the child is helped to understand the examination procedure. As mentioned before, in other instances the teacher may see fit to prepare him. The largest percentage of our cases, however, do not require this explanation, both because of the child's familiarity and acceptance of the Division and its services and the attitude which has been developed toward the psychological program.

USE OF COMMUNITY SERVICES BY SCHOOLS WITHOUT PSYCHOLOGICAL SERVICE

Many local school systems do not provide psychological services for their children. In such localities the school social worker must seek this service from some other source in the community. The use of this help then becomes subject to the procedures and policies of the agency which provides the psychological service and a different kind of situation is created. In using such services the following will need consideration:

1. Interpretation to the parent of the need for and the nature of the psychological examination is necessary and parents' permission must be obtained to secure the examination from the particular source offering it.
2. Fees (in some localities) must be determined and a plan made to meet them.
3. Transportation arrangements will need to be worked out.
4. The parent needs to be prepared regarding agency procedure in general and in particular concerning the method of interpreting test results.
5. Interpretation to the child is necessary in preparation for the examination.
6. The school social worker must provide a much fuller picture to the psychologist outside the school system who does not have the school psychologist's knowledge of the kind of setting in which the child is functioning. The school social worker needs to describe the referring teacher, the school's philosophy and practices, and informa-

tion available on the child's school record. Too often the psychologist in a community agency is not appreciative of the factors operating in a school situation which he needs to know in order to make any kind of practical recommendations to the school.

7. The use of the results of the examination for interpretation to children, parents, and teachers are subject to the policies of the agency providing the service. Reports may be written or verbal. Some may be descriptive without the actual findings being made available.
8. When psychological services have to be sought outside the school the use of such services necessarily becomes very limited because of the lack of facilities where the service is obtainable and because of the problems involved in referring a child to the existing resources.

Psychological services outside the school may be available through:

1. Private practicing psychologists.
2. Community child guidance or psychological clinics.
3. Psychiatric clinics attached to general and mental hospitals.
4. Mental hygiene clinics provided by state mental hygiene departments such as the Connecticut State Bureau of Mental Hygiene.
5. Traveling child guidance clinics. The National Committee for Mental Hygiene has given impetus to the spread of traveling clinics.
6. Some state departments of education in their special education divisions offer psychological services to towns which do not have this service in their local schools.
7. Rehabilitation programs may provide limited service for older children when rehabilitation plans are being made.

A qualified psychologist's service is a necessary concomitant to any adequate school social work program. If a school system will provide both, and set them up administratively related to each other on a sound basis these two supplementary services should function effectively as a team to help in the achievement of the school's goal of the maximum development of all children.

EVALUATING MY SOCIAL WORK TRAINING FOR VISITING TEACHER WORK

By VIRGINIA JACOBSEN
Visiting Teacher San Diego Public Schools,
San Diego, California

Several years ago I received a Master of Science degree in Education and last fall a Master of Social Science degree. To my friends the idea of two masters is rather incomprehensible. They inquire if I enjoyed this last graduate work, and then encouraged by the genuine enthusiasm of my response are apt to ask either, whether I am now a psychologist, or what social work has to do with schools. I can understand this attitude because of my own unfamiliarity with visiting teacher work just two years ago. At that time I came into the Guidance Bureau of the San Diego City Schools as a visiting teacher. I had had classroom and counseling experience and the educational training which was temporarily the basic requirement for visiting teachers in San Diego during the war. However, I had had very little contact with visiting teacher work and knew little of the part that social work concepts and skills played in it.

That first year at the Guidance Bureau I learned much through supervision in practice. Most important of all I caught glimpses of what there was to know. In the spring of that year I was glad to receive a fellowship from the California Parent Teachers Association which enabled me to take a leave of absence and get my graduate social work training.

Now I am back at the Guidance Bureau and am attempting to evaluate what this professional education and experience has meant to me. Perhaps these reactions of some one so recently from the classroom and new to the visiting teacher field will be of interest to others.

As I worked I became more aware of the social work premise, the belief in man's capacity to grow and become a stronger individual who can realize his inherent worth. My judgmental attitude toward people changed as well. I had thought that they invited the consequences of their actions and were for the most part responsible for the situations in which they found themselves. Then I began to realize that behavior is purposive, that past and present factors, inner needs and tensions condition responses. I learned to look for the reasons that had contributed to a child's present behavior, not just talk to him about his misdeeds or lack of accomplishment or set about to "make" him be good and well-adjusted.

This was a period of understanding the concept but not knowing enough about the scientific principles of behavior to be able to select the

contributing factors or realize why those that seemed obvious were operating in the way they were. A social history meant little to me. I knew that it was considered important as to how the baby was fed and weaned and trained, but I did not understand the full meaning of this or of later handling in terms of making him what he is.

Gaining this understanding and learning the casework principles that go along with it is, of course, a task that will never be completely finished. I believe that it was this emphasis in the courses which made them so meaningful to me. For the first time in my educational training I wondered how I could learn all there was to know.

These courses seemed to fall roughly into three groups. The first group gave opportunity to study and understand stages of development from infancy to adulthood and the part psychogenic factors play. This group included "The Psychological Development of the Child", "Clinical Psychopathology", and "Dynamics of Human Behavior". The second group showed the importance of external stimuli and reality factors. In it were "Cultural Approach in Social Work", "Law and Social Work", "Public Welfare Services" and the like. The third group included those classes that were concerned with the principles and the procedures of helping people. There were serveral casework classes. Some of these utilized our own records for our study. Along with an acceptance and consideration of the person as a self-determining individual, we learned the importance of diagnosis, the value of setting up tentative treatment goals, the principle of professional handling of the client-worker relationship, as well as other casework techniques.

In professional social work education the theoretical material is not the major part of the curriculum as it is in most education. It is correlated with an actual in-service training in a field work agency. This practice experience, lasting through the entire school year, provides the student with an opportunity to take on in miniature the responsibilities and functions of a regular worker. I was assigned for a ten month's period to a child guidance clinic in a Board of Education. Here, with trained supervision I carried a small group of children or families. Here, I had an opportunity to apply what I was learning of the dynamics of the problems and the casework principles and techniques of helping them.

This was a period of learning adventures. I became *understandingly* aware of what I had heard and read as only so many words. I had all the thrills of a pioneer discovering something for the first time as I realized how certain principles applied to certain of my cases, or concepts that I had read before suddenly became illuminated with the new understanding gained from *actual practice*. This, of course, was a slow process and one

that grew and developed with the constant direction of weekly individual supervisory conferences. Also helpful were the scheduled conferences with the psychiatrist, which all the students attended, and the seminars attended by students and staff members.

This clinic is one part of the local school system, and I had the opportunity of participating cooperatively in the total school program. The problems involved in referrals, interpretation to and work with teachers, appropriate school placement and inter-agency planning were a part of the experience. Here, again, I could learn from the experience and training of those directing me, and from the administrative procedures that had been worked out.

My work necessarily also involved planning with other community social agencies. Through conferences I learned much of how they function. Special field trips were also arranged for us so that we became acquainted with the community institutions and services.

This practice experience added perceptibly to my professional and personal stature. I doubt if I shall ever forget the adolescent girl who lived with a psychotic mother who said I had helped sweep away some of the cobwebs in her mind. Nor will I forget the mother whose family had lived on a coal boat and had seventeen children, "Some of them died at childbirth and some of them drowned. My mother would look out and see a cap floating on the water." I remember a little six year old girl who felt utterly betrayed by a poorly handled classroom visit which I made. I remember the mother of a ten year old boy who "hadn't done one thing right since the day he was born". My original lack of acceptance of her and overidentification with the boy made it hard for her to use my help until I understood what I was doing unwittingly and realized that she, too, was the product of her life experience but capable of change in her attitudes.

Now that I am back, it is interesting to me to compare my reactions with those I had two years ago. Of inestimable worth is the confidence the training has given me. Now I have at least some understanding of the principles of human behavior and casework which provide a trellis for my work. What I did before I did gropingly. Although much of what I do now is within the same areas as I worked the year preceding my social work education, it is with more purpose and conviction because of the new understanding. I like the corroboration of my own philosophy that man has potentialities that can become realities. It no longer upsets me when some discouraged teacher is sure that Tommie is no good and never will be. I have learned what I only sensed before—that if circumstances and inner tensions can be changed Tommie will respond differently. Now, when a teacher asks what she can do about a situation I can give more concrete

help. Together we can study the symptomatic behavior and look for the causes. We can work out a plan that will compensate for the deficiencies at home and correct the situations at school that have been re-enforcing the behavior. We can help Tommie feel differently about himself in his situation, and help him to do something different about it. With the mothers who are upset I can act more understandingly; I can see more clearly the emotional ribbons that bind the members of the family to one another and can help straighten them out when they have become entangled. I am less apt to superimpose my plan but rather try to help the mother think through for herself some of the underlying reasons and constructive changes.

To me, then, the greatest gain from this training has been a new understanding of people. I hope I can utilize this along with my previous experience and training to help people with some of the many problems that are referred to me in my visiting teacher work.

RECOGNITION OF PROBLEMS AMONG FIRST GRADE PUPILS

Teacher and Counselor[1] Work Together

By BESS SADDORIS
First Grade Teacher Lincoln School
Urbana, Illinois

For a long time I have believed that corrective work with socially or emotionally unadjusted children or near delinquent children is provided too late, in most cases, to be of much permanent value. By the time such cases become noticeable in junior high or high school children, patterns of behavior are so thoroughly established that corrective work may be less successful. To be of lasting value, I believe difficulties must be detected early in the child's life and help given before undesirable responses set in and sooner or later become the pattern of behavior.

When our school set up a counseling program to take care of these problems, I felt it was both an opportunity and a responsibility to do some work with children needing help to establish themselves satisfactorily in life. My work is with first grade children. They are young enough so that permanent good can be accomplished if danger signals are observed and correctly interpreted and follow-up or preventive work given.

As teacher of the children I am with them throughout the day and have the opportunity of seeing the different children and their various reactions to numerous situations. At first they seem very much the same with some a little more shy than others. Before long individual differences begin to appear. After becoming better acquainted with the children some of these differences begin to take on significance. Some attitudes, reactions or behavior may seem undesirable for normal, wholesome development. These are the danger signals I must watch, to determine if I can whether they are of a passing nature or whether they are signs warning against a troubled or unhappy life or possibly a delinquent one ahead.

Some of the danger signals are not too alarming at first thought. The child who is too shy is at first, a comfort to the teacher. He is so quiet and does practically nothing to annoy. After a while it can be noticed he is doing practically nothing in his school work either. He may become dominated by other children, be unable to develop his social capacities for living. The result may be serious maladjustment in later life. His shyness may lead to less drastic results. It may be a matter of a suppressed per-

[1] In Urbana the service of school social worker, visiting teacher, etc. is called counseling.

sonality, a feeling of inferiority, an apprehensive, fearful feeling or a dozen other feelings, any or all of which may denote an insecure individual. Such a child needs help, not when he is a high school freshman, but now, before his minor difficulties become major ones.

Another child may be too aggressive; he may be belligerent, rebellious, or he may meet any or all suggestions in a negative manner. Such a child is usually troublesome on the playground as well as in the school room. It isn't enough to say he is a naughty boy and must learn to conform and obey. Something or some one is responsible for his acting in such a manner. What it is he doesn't know. In fact as far as he is concerned the difficulty isn't his fault. It is the fault of the other fellow or of the teacher. He is waving a danger signal and calling for help though he doesn't know it.

A handicap, such as a speech defect, may be magnified in a childish mind until it becomes a stumbling block too big to climb over or to walk around by himself. A body deformity, crossed eyes, a birth-mark or other disfigurement may have a similar effect. If this handicap, deformity or disfigurement can be corrected or overcome, well and good. If it is something that can not be corrected the child will likely need help in learning to accept his condition and to live a happy life in spite of it. Such a child may be super-sensitive and it is hard to tell how this sensitiveness may assert itself. A child may put on a bold front, become a bully. He may become a withdrawn individual. He may pretend he doesn't know a thing rather than run the risk of making a mistake and having others laugh at him. Whatever the behavior, he needs help to become a well-adjusted individual.

Another signal to watch is in the child who does not make friends or is downright unpopular. That child will probably assure you that he has lots of friends, more than ony one else, or that he doesn't want any. If left to his own devices he won't have any. Deep in his heart is a big hurt because he doesn't have friends and doesn't know how to make them. He may try to buy them with candy or gifts until he finds them fickle and ungrateful. As he grows older he may become disillusioned, suspicious, bitter and revengeful, a maladjusted adult. The longer such a condition continues the worse it becomes. The best time for satisfactory adjustment is while the child is first making new contacts at school.

After observing the varying behavior of children in my group and helping them over the usual difficulties many first graders experience in beginning school, it becomes evident that I am not getting satisfactory results with some of the children. Some undesirable personality traits, unwholesome attitudes or behavior problems persist. Now I must make some

self examination before considering the children. I am aware that the teacher's attitudes and behavior toward a child may cause undesirable reactions in that child. I know the importance of being fair-minded and honest in dealings with children. I must try to be sure I am not the one too much at fault. Our first grade children are required to have a physical examination by a physician on entering school. Through our health service we may call for special hearing or vision tests. We have access to all these records so we can find out if any physical condition may be a contributing factor to undesirable attitudes, reactions or behavior. Sometimes a visit to the home may give help in understanding the child and his problems. It may be the visit will indicate the parents' need for the counselor's and the teacher's help in working with the child to correct his difficulties.

At this point I must consider all I have learned about the children and decide whether I think their problems may prevent the development of a normal happy adult. This is the place where I need the help of our counselor in a very definite way. Up to this point any talks the counselor and I have had were more or less general. Now each case is talked over carefully and fully. If a case indicates it can become a serious one, a referral sheet is written out containing as much information about the child as it has been possible for me to secure. These referrals are given to the counselor. After she has had time to study the various cases, again we talk them over and together make our plans. The counselor now takes further steps in working with these children, using her casework knowledge and skills. It is her part to visit the home and interpret the work of the school to the parents. She may wish to explain the need for help and enlist the parents' efforts in securing desirable results. She can also interpret the home and the home environment to those concerned at school. She endeavors to establish the greatest understanding possible between the home and the school so that the parents and the teacher can be in accord in their work with the child. She may make suggestions to the parents to use in their work at home. Likewise she may help the teacher by giving suggestions she believes will be useful to her. In some cases she may give individual help to a child through a series of interviews with him. From time to time the counselor and the teacher talk over what is being accomplished. We may wish to continue previous plans. We may make some changes in our efforts to help the children needing it at this time, to a more satisfying way of life.

MEMBERSHIP

Membership in a professional organization is a strengthening factor for the individual practicing within that profession. This is as true for the school social worker as it has long been for members of other professions. National Association of School Social Workers has members in 34 states and in Hawaii.

All members receive the National Association of School Social Workers Bulletin and other materials such as reprints, book lists, conference programs, notices, and other publicity. Membership is determined by the training and experience of the applicant.

Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Miss Rose Goldman, Room 515, c/o National Association of School Social Workers, 130 E. 22nd St., New York 10, New York.

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Copies of N.A.S.S.W. Bulletins from the March 1946 issue to the present are available at the Executive Office in limited quantities.

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Changes of address should reach the office of the Executive Secretary as soon as possible.

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We should like to ask members and friends of N. A. S. S. W. to take a more active interest in the Bulletin. If you have an article or a suggestion regarding a paper we might publish, SEND IT IN. Manuscripts should be addressed to the Executive Secretary and can be accepted for publication only on condition they are not being published elsewhere. They should be typewritten doublespaced and there should be two carbon copies. Authors of papers accepted will receive five copies of the issue containing their article.